



# Charter School Accountability Framework

**From the Desk of Superintendent Dr. Henderson Lewis, Jr.**

Dear families, partners, and colleagues:

In 2018, we will not only celebrate our city's 300<sup>th</sup> anniversary, but this July, for the first time since Hurricane Katrina, all of our local public schools will be under the oversight of the Orleans Parish School Board. It will be a historic moment that brings with it great opportunity and responsibility.

As the nation's first-ever unified district serving as regulator for a citywide system of public charter schools, we work to ensure that every day, every student at every school receives a high-quality education. To achieve this, over the past year and a half the district has been working closing with families, students, school leaders, teachers, and community advocates to update the *Charter School Accountability Framework*. We have held dozens of meetings, conducted family and student focus groups, and benefitted greatly from the community's insights.

This new framework represents both ingenuity and compromise; furthermore, it is aligned to both the district's vision of equity and academic excellence, along with Louisiana's federally approved *Every Student Succeeds Act* plan. We are maintaining our commitment to high standards, holding our schools accountable for meeting the needs of all students, and holding ourselves accountable for understanding and meeting the needs of our schools.

We understand that our school district is more than an accountability agency and school improvement is about more than mandates and incentives. The high expectations and streamlined processes articulated in this framework both impact and are affected by other critical district functions, such as facility planning, enrollment, student services, community engagement, and new school development, amongst other things.

While it isn't the work of the framework to articulate those related functions, this document supports and aligns to those other critical functions. Above all, we are committed to ensuring that our district is a place of continuous learning and improvement, and we will continue to actively seek input from schools and other stakeholders as we refine our work together for the benefit of our students.

In closing, this is an exciting time. This new framework is a major milestone but it is only one of many milestones and we have much work ahead to ensure that our district office is fulfilling its obligations. We will make sure our system of schools is working for every child and that there is a consistent, clear set of rules across the board. Our work will not be done until every child born in New Orleans has the opportunity to attend great schools, learn from excellent teachers, and earn the life of possibility and opportunity that we want for our own children.

Lastly, I want to say thank you to all of the people who participated in this process- our city is better off due to your dedication and engagement.

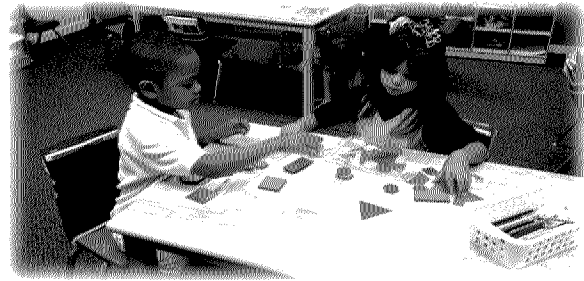
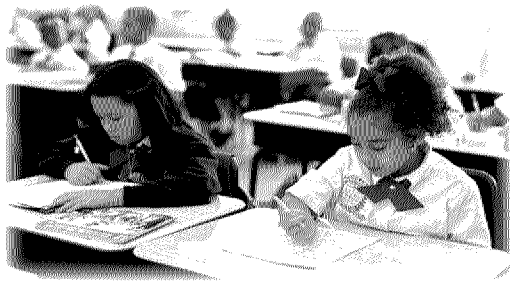
Sincerely,

Dr. Henderson Lewis Jr.

Superintendent

Orleans Parish School Board

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## PART 1: Introduction to the Charter School Accountability Framework

As of November 16, 2017, the Orleans Parish School Board (OPSB) adopted the vision that every student receives a high-quality education that fosters his or her individual capabilities, while ensuring that they thrive and are prepared for civic, social, and economic success.

The Board identified the following goals to guide citywide charter schools over the next three years:

1. Advance equity for all students and families.
2. Increase the share of students at or above grade level in reading and math.
3. Raise the high school graduation rate.
4. Improve high school graduates' readiness for future success.
5. Increase the number of students attending "A" and "B" schools.
6. Increase the diversity of schools and programs offered to students and families.
7. Expand access to early childhood education.
8. Increase public engagement and public confidence in the school system.

Charter school authorization plays a critical role in the district's work to achieve the OPSB vision. The district is responsible for authorizing and overseeing three types of charter schools in Orleans Parish: Type 1, Type 3 and Type 3b.

One of the district's core responsibilities, as a charter school authorizer, is to hold these schools accountable to a set of performance expectations that help ensure every student is provided with a high-quality education. The district believes that to deliver on its responsibilities it must work diligently to achieve the following:

<i>Hold Schools to Rigorous Standards</i>	Clearly articulate rigorous, fair, and transparent standards for charter schools that promote excellence, equity, and incentivize and reward strong performance and continued progress towards outcomes that best serve students.
<i>Implement Effective Oversight Systems</i>	Establish systems to monitor school performance that can be implemented with fidelity and do not place undue burdens on schools, intervene when necessary, and make data-driven renewal and extension decisions.
<i>Be Transparent with Schools</i>	Share, with school leaders and charter board members, how well schools perform against OPSB standards in a clear and timely fashion.
<i>Share Information with the Public</i>	Provide families and the public with easily accessible information to inform school choice decisions and increase their understanding of each school's performance.

The Charter School Accountability Framework (CSAF) is designed to explain the expectations the district has for charter schools in New Orleans (annually and at the point of renewal) and the processes the district will use to track and evaluate school performance against those expectations.

## PART 2: Charter School Renewal and Extension

### Overview of Renewal and Extension Decisions

Through charter school renewal and extension recommendations, the Superintendent ensures that only the schools that meet the district's expectations may continue to operate. Charter renewals are dictated by state statute and local policy, specifically La R.S. 17:3992, La. R.S. 170:10.7.1(F)(1), and OPSB Policy HB.

Locally, the Superintendent is given the authority to make recommendations at the point of charter extension and renewal. Such recommendations are high-stakes decisions that the Superintendent must make with transparency and consistency. Pursuant to Louisiana Charter School Law, a charter school in its initial term is authorized for four years, and the school is subject to review and extension to a maximum term of five years at the conclusion of its third year of operation. At the point of renewal, the Superintendent will recommend a school gain an additional contract for anywhere between three to ten years or not be renewed for further operation.

During the renewal decision-making process, the district assesses the school's past performance across the district's three areas of oversight. While the process is differentiated by the school's past performance, the Superintendent seeks to answer the following questions as it considers schools for renewal or extension:

Area of Oversight	Essential Question
<i>Academic Performance</i>	Is this school demonstrating academic success and progress on overall performance metrics?
<i>Organizational Performance</i>	Is this school organizationally effective and fiscally sound?
<i>Financial Performance</i>	

### Renewal and Extension Process

To ensure transparency, consistency, and diligence throughout the renewal and extension process, the district executes a set of activities with each school up for renewal or extension. The activities, summarized below, are differentiated based on a school's status (renewal or extension) and historical performance.

In advance of the official release of SPS scores, the district will determine the school's renewal path (i.e. Automatic Renewal, Renewal Review). The district will base the determination on the most recent official SPS and Progress Index outcomes as well as a review of preliminary state testing (e.g., LEAP 2025, EOC, etc.) outcomes from the preceding school year. The district will

identify the school's pathway no later than August 31<sup>st</sup>, contingent upon data availability from the Louisiana Department of Education.

Schools eligible, per state law, for Automatic Renewal will only need to submit a Notice of Intent to Renew and participate in the standard annual school site visit.

Renewal Activity	Overview of the Activity
<i>Notice of Intent to Renew Submission</i>	School submits Notice of Intent to Renew form to the district.
<i>Conversation with CMO Leader and/or School Leadership</i>	District staff meets with the charter school's leadership to reflect on the school's academic, organizational, and financial performance.
<i>Conversation with Charter Board Chair</i>	District staff meets with the charter school's board chair to reflect on the school's academic, organizational, and financial performance.
<i>Annual Site Visit</i>	District staff conducts its annual site visit for compliance review.

## Standards for Renewal and Extension

For schools to be eligible for extension or renewal, they must meet specific standards. If a school does not meet the standards, the school's term may terminate at the end of the school year that the school is reviewed.

The following information details the district's renewal standards for traditional K-12 schools. For information on the district's standards for Alternative Schools, please refer to Appendices A, B, and C.

### Extension Standards for Traditional K-12 Schools

Schools in their initial term that are up for extension review are eligible for extension if they receive an SPS letter grade of "A", "B", "C", or "D". Schools that receive an SPS letter grade of "F" or that, as determined by the district, have committed significant, consistent, or material violations related to financial malfeasance or of student/family rights, in areas such as special education, discipline, or enrollment are not eligible for extension.

### Renewal Standards and Term Lengths for Traditional K-12 Schools

The table on the next page demonstrates the standards for traditional K-12 schools that are up for charter renewal consideration in their initial or subsequent terms. Standards for some term lengths are differentiated by grades served (i.e. K-8, 9-12, or K-12). Any school, regardless of grade configuration, that receives an SPRI equivalent of letter grade of F is not eligible for renewal.

As detailed in Appendix A, the district will calculate a "School Performance Renewal Index" (SPRI) to determine renewal eligibility. The SPRI will rely on one year of school performance data (i.e. the most recent state accountability outcomes prior to renewal) for schools in their initial term and two years of school performance data (state accountability outcomes for the two years immediately preceding renewal) to assess schools up for renewal in subsequent terms. The

district seeks to use multiple years of data so that renewal decisions do not rely solely on one year of data, past the initial charter term.

Additionally, the district may determine, regardless of the academic standards outlined below, that:

- A. A charter school is ineligible for renewal if there has been a significant, consistent, or material violation related to financial malfeasance or of student/family rights, in areas such as special education, discipline, or enrollment.
- B. Up to two years may be subtracted from the base term length (a) for schools that receive multiple Level 2 Non-Compliance Notifications during the school's current charter term or that are currently subject to a Level 2 Non-Compliance Notification or (b) where fewer than 50% of the school's enrolled grades are testable under state accountability.<sup>1</sup>

Base Term	Renewal Standard for Traditional K-12 Schools
10 years	Schools receive a state-issued letter grade of "A" for the three years immediately prior to renewal  <b>AND</b>  For three of the four years prior to renewal: Schools receive a Progress Index of 100 or higher for economically disadvantaged students and a re-enrollment rate of 90% or higher for economically disadvantaged students. <sup>2</sup>
7 years	Schools receive an SPRI equivalent to a letter grade of "A" AND do not qualify for the 10-year renewal OR Schools receive an SPRI equivalent to a letter grade of "B".
5 years	Schools receive an SPRI equivalent to a letter grade of "C"  OR  Schools receive an SPRI equivalent to a letter grade of "D" AND a Progress Index of 100 or higher.
3 years	<b><u>K-8 Schools</u></b> Schools receive an SPRI equivalent to a letter grade of "D" AND a Progress Index that ranks in the top quartile citywide, among non-selective admissions K-8 schools.  <b><u>9-12 Schools</u></b> Schools receive an SPRI equivalent to a letter grade of "D" AND a Progress Index that ranks in the top quartile citywide, among non-selective 9-12 schools <sup>3</sup> .  <b><u>Combination K-12 Schools:</u></b> Schools receive an SPRI equivalent to a letter grade of "D" AND <b>EITHER</b> 1) a K-8 Progress Index that ranks in the top quartile citywide, among non-selective admissions K-8 schools, or 2) a 9-12 Progress Index that ranks in the top quartile, among non-selective admissions 9-12 schools.

<sup>1</sup> In accordance with state law, under no circumstances will a charter school be given a renewal charter term that is less than three years in total.

<sup>2</sup> If a school can demonstrate that it failed to meet the re-enrollment target due to students residentially leaving Orleans Parish, then the standard will be met.

<sup>3</sup> The Progress Index of high schools whose SPS scores only include the performance of their 9<sup>th</sup> grade students are not included in the comparison set of Progress Indexes.

Under certain circumstances, where deemed appropriate by the district, OPSB may issue a 3-year contingent renewal to a subset of schools that fail to meet the standards outlined above, once those schools have been reconsidered through a comprehensive evaluation process. Schools eligible for such an evaluation are:

- K-8 schools in their initial charter term that have an SPRI equivalent to a letter grade of “D” **AND** receive a Progress Index that ranks below the top quartile citywide, among non-selective admissions K-8 schools;
- K-8 schools in their second or subsequent terms that receive an SPRI equivalent to a letter grade of “D” **AND** receive a Progress Index in the 2<sup>nd</sup> quartile citywide, among non-selective admissions K-8 schools;
- 9-12 schools, in their initial or subsequent terms, that receive an SPRI equivalent to a letter grade of “D” **AND** receive a Progress Index that ranks below the top quartile citywide, among non-selective admissions 9-12 schools; or
- Combination schools, in their initial or subsequent terms, that receive an SPRI equivalent to a letter grade of “D” **AND** receive a K-8 Progress Index that ranks below the top quartile citywide, among non-selective admissions K-8 schools **AND** receive a 9-12 Progress Index that ranks below the top quartile citywide, among non-selective admissions 9-12 schools.

The district will reconsider these schools given that automatic non-renewal may not always be the most sound accountability action the district can take in specific, limited circumstances. If recommended for renewal, such a recommendation will likely include new terms for the school operator to comply with such as reconfiguration of the school’s enrollment and grade level, changes in programmatic offerings, etc.

During the comprehensive evaluation, the district will review a variety of data and information on the school across a host of factors, including but not limited to academic outcomes across a variety of student populations, enrollment, organizational leadership, and financial and organizational compliance. The school, in the least, will need to respond to specific questions and participate in a dialogue with the district regarding its current and future status.

A charter school may not be renewed through a contingent renewal with a comprehensive evaluation more than once in the charter school’s existence. In other words, if a charter school receives a contingent renewal following a comprehensive evaluation, then the charter school will not be eligible for a contingent renewal or a comprehensive evaluation in any subsequent renewals.



### PART 3: Annual Charter School Oversight

Throughout a school year, the district carries out oversight activities to track school performance, offer support to schools, and hold them accountable to expectations. The district collects and reviews data on school performance, responds to concerns of non-compliance with organizational and financial expectations, and produces annual summaries of school quality for public review.

#### Overview of Annual School Oversight Activities

The district's Office of School Performance, carries out oversight activities to ensure the district understands whether schools and organizations are compliant with academic, legal, and contractual expectations and obligations. The district commits to carrying out these activities in a transparent and streamlined way. The activities are:

Activity	What Is the Purpose of the Activity?	How Does the Activity Take Place?
<i>Annual Site Visit</i>	Provide the district with an opportunity to review day-to-day school practices and documentation housed at the school in a way that limits burden on schools and the district.	<ul style="list-style-type: none"> <li>The annual site visit consists of members of the Office of School Performance visiting the school to review compliance-based performance items and having a tour and conversation with school leaders. The length and content of the visit is differentiated based on the school's academic performance and compliance concerns.</li> </ul>
<i>Annual Facilities, Health, and Safety Review</i>	Ensure that schools comply with federal, state, and local laws and policies related to facilities management and comply with lease expectations.	<ul style="list-style-type: none"> <li>The district's facilities team visits the school, conducts reviews and shares findings with the Office of School Performance.</li> <li>During the course of such visits, the facilities team utilizes its "Facility Inspection Report" to ensure compliance with building leases and the law.</li> </ul>
<i>School Handbook and Website Review</i>	Ensure that schools post legally obligated information for families and the public in their school handbook and on their school website.	<ul style="list-style-type: none"> <li>The district collects each school's handbook to assess to what extent the school complies with relevant law and policy.</li> <li>Periodically, district staff review school websites to assess the extent to which websites are in compliance with law and policy.</li> </ul>
<i>Charter Board Governance Review</i>	Ensure that charter boards are composed of the appropriate members and abide by state law and policy regarding public entities.	<ul style="list-style-type: none"> <li>District staff review documentation submitted by the charter board to assess compliance with board composition requirements. Staff also periodically review charter board's websites and visit charter board meetings to assess compliance with the state's Open Meetings and Public Notice laws.</li> </ul>
<i>Review of Financial Documents and Records</i>	Review each school's financial performance against and ensure compliance with the district's expectations and	<ul style="list-style-type: none"> <li>In line with the district's annual reporting calendar (Appendix F) for charter schools, each school is required to submit financial documents for review. District staff may review these documents to</li> </ul>

Activity	What Is the Purpose of the Activity?	How Does the Activity Take Place?
	measures for financial performance.	assess a school's financial standing against expectations for financial performance (Appendix D).
<i>Analysis of Student and School-Level Data</i>	Inform the district of school performance across specific areas and support efforts to carry out differentiated oversight of schools.	<ul style="list-style-type: none"> <li>As information becomes available throughout the school year, per state or locally required data submissions, the district may analyze and/or audit data to assess school performance and student outcomes. Examples of areas for which the district may review data on an ongoing basis include enrollment, discipline, special education, and state assessments.</li> </ul>
<i>Receipt and Assessment of Family and Community Concerns</i>	Field family concerns that are reported to the district and assess and act on such concerns as needed.	<ul style="list-style-type: none"> <li>Families and community members can contact the district at any time with a concern regarding schools.</li> <li>Specific concerns may require the district to follow-up with schools and assess the extent to which they meet obligations.</li> <li>District staff engages with schools when family concerns require the district to follow up with schools and assess the extent to which schools meet obligations.</li> </ul>

#### Additional Information on the Annual Site Visit

The annual site visit consists of a number of activities, which the district differentiates based on school performance. The below table details activities the district may (but is not obligated to) execute based on a school's SPS letter grade. The district may carry out additional activities based on demonstrated need or documented performance concern. The district communicates site visit activities prior to visits to provide the school and/or network time to prepare.

Annual Site Visit Components	School Performance Score Letter Grade			
	A	B	C	D & F
Annual School-Based Compliance Review				
School Walkthrough				
School Leader (i.e. Building Principal) Conversation				
Classroom Observations				
Conversations with Board Chair and School Leader/CMO Leader				

As demonstrated below, the site visit activities each serve specific purposes.

Activity	What Is the Purpose of the Activity?	How Does the Activity Take Place?
<i>School-Based Compliance Review</i>	Provide the district an opportunity to review and provide feedback on school compliance with federal, state, and local laws and policies as well as with contractual obligations.	<ul style="list-style-type: none"> <li>Staff member from the Office of School Performance uses a school visit compliance review checklist (Appendix E) to review documents and materials for compliance, such as the school's hearing and vision screenings, employee background checks, and special education records.</li> <li>If non-compliance is identified, the district may follow its non-compliance notification and remediation policies (detailed below).</li> </ul>
<i>School Walkthrough</i>	Provide the district with a look into the school's daily schedule, instruction, and environment.	<ul style="list-style-type: none"> <li>District staff conduct a walkthrough, independent of school leadership, of the school building during a school day, observing classroom instruction and other activities.</li> </ul>
<i>School Leader (i.e. Building Principal) Conversation</i>	Discuss areas of strength and growth within the school and allow schools to share feedback with the district on support services and needs.	<ul style="list-style-type: none"> <li>Using school performance data and other facts, district staff may meet with school and/or CMO leadership to discuss strengths and growth areas within the school and to gather a deeper understanding of the school's focus areas and priorities.</li> </ul>
<i>Classroom Observations</i>	Develop a deeper understanding of the school's needs, strengths, and areas for growth within the classroom.	<ul style="list-style-type: none"> <li>District representatives may conduct classroom observations.</li> <li>District staff may share findings with school leadership (e.g., building principal) to act as a partner and provide support in identifying resources to improve instruction.</li> </ul>
<i>Conversations with Board Chair and School Leader/CMO Leader</i>	Develop an understanding of areas and strategies for improvement among the city's lowest-performing schools.	<ul style="list-style-type: none"> <li>District staff engages board and organizational leadership to hold a conversation about the school's strengths and areas for improvement.</li> <li>Such a conversation will typically take place with only the lowest-performing schools in the city (those with a letter grade of D or lower).</li> </ul>

### Responding to School Compliance Concerns

The district has compliance expectations for school performance per its contract and in the areas of organizational and financial affairs (see Appendix D for details on such expectations). All schools in the district are considered to be "In Good Standing" unless the district has evidence that demonstrates otherwise. At any given point in the school year, a school may fall out of Good Standing, demonstrating the need for increased supports and prescribed remedies and corrective actions from the district. Cases when a school may demonstrate such need include when a school:

- Falls out of compliance with law, policy, and/or contractual obligations.
- Presents potential risks to student well-being as a result of non-compliance or an inability to meet the district's organizational and/or financial expectations.

The district informs schools of non-compliance through tiered notifications, which increase in severity, based upon the level of concern and required remedy. The district may require the school to remediate approaches and/or undertake corrective actions. Depending on the issue to be addressed, the district may place a school into increased oversight and may give a school a Performance Improvement Plan. The district would present such information in a Level 2 Non-Compliance Notification with time-bound expectations. The notifications include: Compliance Inquiry Email, Level 1 Notice of Non-Compliance, and Level 2 Notice of Non-Compliance. The major factors impacting OPSB's assessment of non-compliance are frequency, intent, and harm to students.

Type of Notification	Description of the Notification	Typical Method by Which Concerns/Non-Compliance May Be Resolved
<i>Compliance Inquiry Emails</i>	<ul style="list-style-type: none"> <li>• Email to School/CMO Leader to inquire about an issue that may arise based upon ongoing oversight activities</li> </ul>	<ul style="list-style-type: none"> <li>• School may provide an explanation addressing the concern in the inquiry or by taking actions in response to the inquiry.</li> <li>• Inquiry email may lead to a Notice of Non-Compliance in the case that it is not resolved through an explanation or any of the school's actions.</li> </ul>
<i>Level 1 Non-Compliance</i>	<ul style="list-style-type: none"> <li>• Notice of compliance deficiency, less severe in nature, for issues that are non-recurring, non-intentional, and do not cause harm to students</li> <li>• May be issued if school fails to respond to an inquiry email</li> <li>• Notification to be sent in a letter via email, to School/CMO Leader and Charter Board Chair</li> </ul>	<ul style="list-style-type: none"> <li>• Typically, notification will include time bound steps to remedy non-compliance.</li> </ul>
<i>Level 2 Non-Compliance</i>	<ul style="list-style-type: none"> <li>• Notice of compliance deficiency, more severe in nature, such as a Level 1 issue that goes un-addressed or reoccurs, or an issue that is determined to be intentional or represents potential or real harm to students' well-being, educational rights, and safety</li> <li>• Notification to be sent in a letter via email, to School/CMO Leader and Charter Board Chair</li> </ul>	<ul style="list-style-type: none"> <li>• Notification includes time bound steps to remedy non-compliance.</li> <li>• Deficiencies could lead to various required remedies, corrective actions, Performance Improvement Plans, and/or revocation.</li> <li>• The district posts all Level 2 Non-Compliance notices on the OPSB website and shared at monthly Accountability Committee meetings.</li> <li>• The district reserves the right to communicate directly with the families and guardians of the school's students to inform them of such non-compliance concerns.</li> </ul>

## Responding to Academic Concerns

In a given year, charter schools may demonstrate academic performance that merits additional oversight or activities on the part of the district. At a minimum three areas may trigger such activities: (1) absolute performance in terms of a school's SPS letter grade, (2) year-over-year changes in a school's state testing outcomes, and (3) LDE requirements for schools to develop improvement plans:

Outcomes that Trigger Additional Annual Academic Oversight		Overview of Activities
<i>Absolute performance in terms of a school's SPS letter grade</i>	School receives a "D" or "F" SPS letter grade and is subject to intervention monitoring.	<ul style="list-style-type: none"> <li>Oversight activities range from prioritization during the annual site visit process to revocation review or automatic recommendation for revocation from the Superintendent. <i>See below section "Oversight for Struggling Schools" for more detail.</i></li> </ul>
<i>Year-over-year changes in a school's state testing outcomes</i>	School has a change in its assessment index two standard deviations above or below citywide average.	<ul style="list-style-type: none"> <li>District staff may contact the charter school's or CMO's leadership to dialogue around the school's change in academic performance.</li> <li>Where applicable, the district staff will work with the charter school's or CMO's leadership to diagnose areas of greatest concern.</li> </ul>
<i>LDE requirements for schools to develop improvement plans</i>	School required to submit a plan for improvement to the Department of Education as a result of "Comprehensive Intervention Required" or "Urgent Intervention Required" label.	<ul style="list-style-type: none"> <li>The district requires the school to distribute the plan it submits to the state with the families and guardians of the school's student body.</li> </ul>

Oversight for Struggling Schools

As annual SPS outcomes become available, the district takes specific actions to monitor academic performance for schools that receive a “D” or “F” letter grade. When schools demonstrate low performance in multiple years of a single charter term, the district heightens monitoring accordingly.

The district implements the activities in the below table within a single charter term; once a school commences a new charter term, the expectations reset, meaning that if a school receives its initial “D” or “F” letter grade in the new charter term, then the district will execute the activities in the first column in the below table. The district may request an academic Performance Improvement Plan in specific circumstances.

SPS Letter Grade	First Time Receiving Letter Grade in Charter Term	Second Time Receiving Letter Grade in Charter Term	Third Time Receiving Letter Grade in Charter Term <sup>4</sup>
D <sup>5</sup>	<ul style="list-style-type: none"> <li>District prioritizes the school for annual site visits, conducting the visit earlier in the school year.</li> <li>District requests a meeting with charter board chair<sup>6</sup> and school leader to discuss the school’s SPS and any external resources or interventions the school has sought for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>District executes steps detailed to the left, in addition to the below steps.</li> <li>District requires the school to host an in-person meeting for the guardians and families of the student body to discuss improvement plans.</li> </ul> <p>District monitors improvement plans that the school has in place, through check-ins.</p> <ul style="list-style-type: none"> <li>The district staff will work with the charter school’s or CMO’s leadership to diagnose areas of greatest concern</li> </ul>	<ul style="list-style-type: none"> <li>The school is considered for revocation.</li> <li>The district may review additional data, collect documents, and conduct site visits to inform revocation considerations. Findings from the review will determine whether revocation proceedings are initiated</li> </ul>

<sup>4</sup> This step would only apply in the following circumstances: Schools are not in their initial term; schools that have a current charter term of at least 4 years; and schools that have a Progress Index in the 3<sup>rd</sup> or 4<sup>th</sup> quartiles citywide, among similar school types that are non-selective admission schools.

<sup>5</sup> If a school’s SPS remains steady or increases, yet due to shifting letter grade standards, the shift results in a letter grade decreasing to a “D” or “F”, the corresponding increase in accountability remain at prior step.

<sup>6</sup> The district may also request to meet with the entirety of the charter school’s board.

SPS Letter Grade	First Time Receiving Letter Grade in Charter Term	Second Time Receiving Letter Grade in Charter Term	Third Time Receiving Letter Grade in Charter Term
F	<ul style="list-style-type: none"> <li>The school is considered for revocation. The district may review additional data, collect documents, and conduct site visits to inform revocation considerations. Findings from the review will determine whether revocation proceedings are initiated.</li> </ul>	<ul style="list-style-type: none"> <li>Revocation proceedings must be initiated, per policy requirements.</li> </ul>	If necessary, same activities as the second time.

Any schools recommended for revocation would be afforded due process throughout the decision-making process, as reflected in law and local policy (i.e. OPSB HB).

### **Revocation of a Charter School's Contract**

When a school demonstrates persistent shortcomings relative to the district's expectations and/or when grave incidents that threaten the health, safety or welfare of students take place, the Superintendent may recommend to revoke a charter school's contract prior to the contract's expiration. If such circumstances arise, the district will review various pieces of information prior to making such a recommendation.

When considering revocation, the district may undertake actions such as data and document collection, visits to the school, conversations with school and CMO leadership, and/or an in-depth audit to assess financial and organizational non-compliance. Upon reviewing all the relevant items, the Superintendent will determine if he/she moves forward with revocation recommendation and the school enters into revocation proceedings or is granted revised remedies and corrective actions.

The Superintendent recognizes the magnitude of revocation proceedings and only rarely uses this authority. If a revocation may be necessary, schools will be afforded due process throughout the decision-making process, as reflected in law and policy (i.e. OPSB HB).

## **Communications with Families, Guardians, and the General Public**

The district and Superintendent believe transparency is essential. The district communicates school developments and performance outcomes with families, guardians, and the public. The district ensures that all family and guardian communications are accessible in multiple languages and for individuals who have disabilities related to language accessibility.

### *Family and Guardian Notification Regarding Organizational, Financial, and/or Academic Concerns during the School Year*

By posting information on the OPSB website and (when appropriate) through requirements for schools to send information to families and guardians, the district provides families and guardians of a school's attending students with information about oversight actions that have been taken as a result of the school's underperformance with regards OPSB's organizational, financial, and/or academic expectations.

Specifically, the district takes the following actions to increase transparency and information regarding the extent to which schools are meeting OPSB's expectations:

- OPSB will distribute communications to families related to the schools' annual academic performance outcomes and information on the renewal process and standards as schools approach the end of their contract term.
- Level 2 Non-Compliance Notices are posted to the OPSB website and are announced at the OPSB Accountability Committee Meeting that follows the issuance of the Notices.
- Schools that are placed on Performance Improvement Plan (as detailed on pages 12-14) by the district or required to submit a plan to LDOE are required to distribute the plan to families and guardians of students currently enrolled in the schools to ensure that families and guardians are aware of the efforts the school is undertaking to improve its performance.

### *Production of Annual School Quality Profile*

The district produces Annual Profiles of school performance to communicate how well schools perform on a set of measures focused on academic impact and school environment. The Annual Profile is designed to dig deeper into school performance, beyond just one test score. The content included aligns to the guiding question: How well is this school supporting all students to achieve academic success now and in the future?

The district develops the profile to share outcomes with schools, charter school board members, and, most critically, families. Once produced it is posted on the OPSB's website. By making such information transparent, the district seeks to help inform family decision-making in the city's system of choice. The Profiles are differentiated by school type and grade level. And, when citywide comparisons are included, open enrollment schools are compared to only other open-enrollment schools. The Annual Profile includes school enrollment figures and student population demographic information. The Profile also includes outcomes related to key variables:



Area	Information for Elementary/Middle Schools	Information for High Schools
<i>Academic Progress and Readiness</i>	<ul style="list-style-type: none"> <li>School Performance Score</li> <li>LEAP Assessment Index</li> <li>Progress Index</li> <li>9<sup>th</sup> grade success via credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>School Performance Score</li> <li>EOC Assessment Index</li> <li>Cohort Graduation Rate</li> <li>9<sup>th</sup> grade success via credit accumulation</li> <li>College and Career Credentials</li> </ul>
<i>Equity Impact</i>	<ul style="list-style-type: none"> <li>ELA Progress Index by specific student populations</li> <li>Math Progress Index by specific student populations</li> <li>English Language Proficiency Growth</li> </ul>	<ul style="list-style-type: none"> <li>ACT scores by specific student populations</li> <li>EOC Progress Index by specific student populations</li> <li>English Language Proficiency Growth</li> </ul>
<i>Environment</i>	<ul style="list-style-type: none"> <li>Student Re-Enrollment Rate</li> <li>Chronic Absenteeism Rate</li> <li>Chronic Suspension Rate</li> </ul>	<ul style="list-style-type: none"> <li>Student Re-Enrollment Rate</li> <li>Chronic Absenteeism Rate</li> <li>Chronic Suspension Rate</li> </ul>

These Profiles are unique relative to the rest of the publicly available performance data because the measures are *locally defined* and *each school profile is city-centered*. Wherever possible, each Profile uses citywide performance in New Orleans as the point of comparison for a single school's outcomes. In a city of choice, it is important for schools, families, and the public to have access to information that demonstrates how each school performs relative to the rest of the city's options so that they can develop informed decisions and strategies. See Appendix G for a detailed listing of pre-determined criteria, specific definitions and a sample elementary/middle school profile.

Before Annual Profiles are released publicly, the district provides each school with their respective Profile to verify the accuracy and validity of the information presented in the Profile.

#### **PART 4: Continuous Improvement of OPSB's Accountability Standards and Processes**

The district believes that all school systems – at the district, school, and classroom levels – should continuously reflect on past practices and identify areas for continued growth and improvement. Given this belief, the district's accountability standards and processes must always evolve and adapt based on new understandings developed from rich data-driven learning and reflection along with new and emerging demands.

Therefore, when the School Board adopts the Charter School Accountability Framework and corresponding OPSB policy, the district may still revisit and revise the framework and policy for future approval pursuant to OPSB policy. The district will develop any such adjustments and improvements based upon experiences from the field, would share them with stakeholders – especially school leaders – for feedback, and would adhere to all OPSB policy requirements for policy changes.



# **APPENDICES**

## Appendix A: Measures Used for Renewal and Extension Recommendations for Traditional and Alternative Schools

The district utilizes specific measures to determine a school's eligibility for renewal or extension and the length of the school's new charter term. These measures are differentiated by the type of school – traditional and alternative – and the stage of its existing contract. (i.e. extension, 1<sup>st</sup> term, or subsequent terms).

### Measures Used to Develop Renewal and Extension Recommendations for Traditional Schools

Essential Question	Measures
Is this school demonstrating academic success and progress on overall performance metrics?	<p><b>Extension or 1<sup>st</sup> Renewal</b></p> <ul style="list-style-type: none"> <li>• <b>Most Recent School Performance Renewal Index (SPRI):</b> SPS based on outcomes from the school year preceding extension or renewal recommendation</li> <li>• <b>Most Recent Progress Index Score:</b> Progress Index numerical score based on outcomes from the school year preceding the extension or renewal recommendation</li> </ul> <p><b>2<sup>nd</sup> Renewal or Subsequent</b></p> <ul style="list-style-type: none"> <li>• <b>Two-Year School Performance Renewal Index (SPRI):</b> Two-year SPS letter grade combining the performance on each SPS component over the two school years preceding renewal recommendation</li> <li>• <b>Most Recent Progress Index Score:</b> Progress Index numerical score based on outcomes from the school year preceding the renewal recommendation</li> </ul> <p><b>SPRI equivalency to state-issued Letter Grades:</b> The SPRI outcomes will annually be equated to the SPS cutoffs for letter grades most recently issued by the LDOE. The SPRI equivalent letter grade will then be used to determine what base term lengths schools may be eligible for.</p> <p><b>For schools potentially eligible for 10-year charter renewal, measures include:</b></p> <ul style="list-style-type: none"> <li>• State-issued letter grade for three years immediately preceding renewal year</li> <li>• Progress Index for economically-disadvantaged students from the three school years preceding the renewal recommendation</li> <li>• Re-Enrollment Rate of economically disadvantaged students for the three years preceding the renewal recommendation</li> </ul>
Is this school organizationally effective and fiscally sound?	<ul style="list-style-type: none"> <li>• <b>Current organizational and financial standing:</b> Review of school's financial and organizational compliance history over the charter term and at the point of renewal, through documentation of non-compliance notices and other formal documented concerns.</li> </ul>

### Measures Used to Develop Renewal and Extension Recommendations for Alternative Schools

The district will leverage scores from the Alternative Renewal Assessment (ARA) (Appendix B) to assess alternative schools for renewal or extension.

Essential Question	Measures
Is this school demonstrating academic success and progress on overall performance metrics?	<p><b>Extension or 1<sup>st</sup> Renewal</b></p> <ul style="list-style-type: none"> <li>• <b>Outcomes from the OPSB Alternative Renewal Assessment (ARA) (Appendix B):</b> The school's ARA score based on outcomes from the school year preceding extension or renewal recommendation</li> </ul> <p><b>2<sup>nd</sup> Renewal or Subsequent</b></p> <ul style="list-style-type: none"> <li>• <b>Two-year outcomes from the OPSB Alternative Renewal Assessment (ARA):</b> A single ARA score calculated by combining the school's performance on each component of the ARA over the two school years preceding renewal recommendation</li> </ul>
Is this school organizationally effective and fiscally sound?	<ul style="list-style-type: none"> <li>• <b>Current organizational and financial standing:</b> Review of school's financial and organizational compliance history over the charter term, through documentation of non-compliance notices and other formal documented concerns.</li> </ul>

**Appendix B: Extension and Renewal Standards for Alternative Schools**

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**Extension Standards for Alternative Schools**

Alternative schools in their initial term that are up for extension review are eligible for extension if they receive a score greater than or equal to 50 points on the OPSB ARA based on outcomes from the school year immediately preceding extension. Schools that receive fewer than 50 points or that, as determined by the district, have significantly, consistently, or materially violated student and family rights are not eligible for extension.

**Renewal Standards for Alternative Schools**

The table below details the renewal standards for alternative schools in their initial and subsequent terms. As detailed above, for an alternative school’s initial renewal, OPSB will use a one-year ARA measure, and for an alternative school’s subsequent renewals, OPSB will use a two-year ARA measure.

Schools that Meet the Requirements for this Outcome	Base Term Length
Schools that receive a score that is greater than or equal to 80 points on the OPSB ARA.	5 years
Schools that receive a score between 50-79 points on the OPSB ARA.	3 years
Schools that receive a score below 50 points on the OPSB ARA. OR Any school where it has been determined that there has been a significant, consistent, or material violation of student and family rights, in areas such as special education, student discipline, and enrollment.	Not eligible for renewal term

The district may subtract up to two years from the base term length (a) for significant, intentional, and or repeated organizational or financial performance deficiencies over the contract term or (b) where fewer than 50% of the school’s enrolled grades are testable under state accountability.

## Appendix C: Alternative Renewal Assessment

Measure	Potential Points	Performance Metric	Data Source	Guidance
EOC Performance	Full Credit – 25 Points	≥70% Tests Taken by Students Receive Score Eligible for Graduation	LDE Assessment Data	Student data is considered if they were enrolled 45 school days or more before start of the testing window. For students who took both the LAA2 and the EOC, only the higher of the two scores will count for the school's alternative accountability. For students who took both exams and scored "unsatisfactory" on both, LAA2 scores will be used.
	Partial Credit - 15 Points (Schools will receive 1 extra point for every 2 percentage points above 50%)	50 – 69% Tests Taken by students Receive Score Eligible for Graduation		
	No Credit – 0 Points	≤50% of Tests Taken by students Receive Score Eligible for Graduation		
Credit Accumulation	Full Credit – 20 Points	≥ 70% of Students Earn their credit target OR Students Increase their credits earned by more than 50% from their last semester at their previous school (this is only applicable to new students at a school)	Student Transcript System (STS)	Measured by the percent of students enrolled for 45 school days or more who meet their credit target (3 credits per semester). Students will be considered for each semester if they enter the school by a certain date and complete the semester. Specifically, students who enter on or before October 1st and continue through January 1st are expected to complete 3 credits to earn their credit target. Students who enter on or before February 1st and continue through June 1st (or the last day of school) are expected to complete 3 credits to earn their credit targets. Students who would count for both semesters will be expected to earn 6 credits. However, schools will be given credit for new students who increase their number of credits earned by more than 50% from their previous school. New students will be defined as those who spend the previous school year in a different school or not enrolled in school.
	Partial Credit – 10 Points (Schools will receive 1 extra point for every 2 percentage points above 50%)	50– 69% of Students Earn their credit target OR Students Increase their credits earned by more than 50% from their last semester at their previous school (this is only applicable to new students at a school)		
	No Credit – 0 Points	≤50% of Students Earn their credit target		
Student Stability Rate	Full Credit – 15 Points	≥ 80% of Students Stay Enrolled in School	Student Information System (SIS)	All students enrolled 45 school days or more from any starting point in the school year who either graduated, got a certificate of achievement, or who did not exit the school, divided by the total of all students enrolled 45 school days or more from any starting point in the year minus the students with exit codes that don't count against the school (these should include students who
	Partial Credit – 5 Points (Schools will receive 1 extra point for every 3	60 – 79% of Students Stay Enrolled in School		

Measure	Potential Points	Performance Metric	Data Source	Guidance
	percentage points above 60%)			
	No Credit – 0 Points	≤ 60% Students Stay Enrolled in School		return to other schools in the city, enter GED programs, are incarcerated, or enter other job training programs as long as the school has documentation of such moves)
School Selected Measure A – To be related to academic growth	Full Credit – 20 Points	<u>Determined by school with approval from OPSB</u>		
	Partial Credit - 10 Points	<u>Determined by school with approval from OPSB</u>	TBD	This school selected measure must be related to academic progress among the school's student body. Such measures may include ACT growth, interim assessment growth, or growth on another assessment. The measure must be approved by OPSB.
	No Credit – 0 Points	<u>Determined by school with approval from OPSB</u>		
School Selected Measure B – To be related to academic growth of high school completion progress	Full Credit – 20 Points	<u>Determined by school with approval from OPSB</u>		
	Partial Credit - 10 Points	<u>Determined by school with approval from OPSB</u>	TBD	This school selected measure must be related to academic progress among the school's student body. (as detailed above) or progress towards high school completion among the school's student body. High school completion progress may be related to measures such as graduation, IBC/WorkKeys, etc. The measure must be approved by OPSB.
	No Credit – 0 Points	<u>Determined by school with approval from OPSB</u>		
<b>Total Points Accumulated</b>				<b>/ 100</b>

#### Renewal and Term Length Eligibility

Total Points Accumulated	Base Renewal Term
≥ 80 points	5 year renewal term
50-79 points	3 year renewal term



## Appendix D: Organizational Effectiveness and Financial Health Expectations

Organizational Effectiveness and Financial Health measures will be evaluated on an ongoing basis. At any given point in a school year, a charter school or operator may meet or not meet any of the below measures. If the charter school is meeting expectations, they are considered to be “In Good Standing”.

Organizational Effectiveness Expectations	
Guiding Question	Expectation Categories
Is the school governed and managed in a responsible way?	<i>School Governance:</i> Schools are governed and managed in a manner that is responsible and compliant with law and policy.
	<i>Administrative Expectations:</i> Schools execute operational and reporting responsibilities in a way that complies with law and policy.
	<i>Family Communications:</i> Schools maintain regular and transparent communication with families regarding school policies, school expectations, and family complaints.
	<i>Student Enrollment and Discipline Practices:</i> Schools value equity in their enrollment and discipline practices and adhere to citywide enrollment and discipline procedures.
	<i>Special Populations:</i> Schools provide all special populations with services and supports in a manner that ensures academic success and maintains compliance with applicable law and policy.
	<i>Facilities and Maintenance Repairs:</i> Schools serve students in facilities that meet health and safety standards in applicable law and policy.
Financial Health Expectations	
Guiding Question	Expectation Categories
Is the school/network financially sound and fiscally responsible?	<i>Near Term Fiscal Health:</i> Schools effectively manage their day-to-day expenses and debt obligations.
	<i>Long-Term Financial Stability:</i> Schools are prepared for unforeseeable events such that those events do not result in a significant fiscal crisis.
	<i>Fiduciary Management:</i> Schools effectively manage their fiduciary responsibilities and maintain clean audits as a result.

## Organizational Effectiveness Expectations

School Governance	
	<b>“In Good Standing” Criteria</b>
Charter Operator is governed by a charter board that adheres to all school governance laws, policies, and contractual obligations. <sup>7</sup>	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to charter board governance law, policies, and contractual obligations.
Administrative Expectations	
	<b>“In Good Standing” Criteria</b>
School submits complete documents in accordance with timelines set forth in the OPSB Reporting Calendar and LDOE timelines requirements for schools and independent LEAs.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to submission requirements and deadlines.
School adheres to all expectations and requirements, including restrictions on the use of funds, set forth in any federal or state-regulated grants. <sup>8</sup>	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to the adhering to any and all federal or state-regulated grant expectations.
School submits accurate student data and all other relevant information to all federal, state, and local entities. <sup>9</sup>	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notices related to the use of any federal or state-regulated grants.
School administers state tests in accordance with policy and abides by testing procedures in Louisiana State Bulletin 118 — <i>Statewide Assessment Standards and Practices</i> .	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to the administration of state tests.
School complies with all contractual obligations not otherwise specified.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to any contractual obligations not otherwise specified.
Family Communications	
	<b>“In Good Standing” Criteria</b>
School ensures the any parent/student handbook content related to issues of enrollment, expulsion, and transportation accurately represents citywide policies and/or individual contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to parent/student handbooks.
School ensures its website provides families with information required by federal, state, and local laws, policies, and contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to website posting requirements.
School maintains and consistently adheres to stated procedures for addressing parent/guardian concerns.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to school's adhering to parent complaint procedures.

<sup>7</sup> Applicable laws and policies include items such as LA Open Meeting Law, LA Public Notice Law, LA Public Records Act, LA Code of Ethics, Charter Board Composition Policies, Public Open Bid Law, and Training Requirements.

<sup>8</sup> Such as Title I, II, III, IDEA, McKinney-Vento, Carl Perkins and other applicable grants

<sup>9</sup> Data that may be reviewed through ongoing oversight includes: enrollment data, attendance data, suspension and expulsion data (inclusive of information to support expulsions), student information submitted regarding students with disabilities, English learners, and staff profiles (i.e. certification status).

<b>Student Enrollment and Discipline Practices</b>	
	<b>"In Good Standing" Criteria</b>
<p><i>If school participates in OneApp:</i> School adheres to all EnrollNOLA expectations to ensure student enrollment decisions are fair, transparent, non-discriminatory, and efficient for families and students.</p> <p><i>If school does not participate in OneApp:</i> School complies with stated and approved internal admissions practices.</p>	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to student enrollment expectations.
School administers discipline- suspensions and expulsions- in equitable and fair manner, by adhering to district-wide expectations for the common expulsion system, due process, and non-discriminatory practices.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to the administration of student discipline.
<b>Special Populations</b>	
	<b>"In Good Standing" Criteria</b>
School adheres to all identification and evaluation practices for students with disabilities in accordance with federal, state, and local laws, policies, and contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to identification and evaluation practices for students with disabilities.
School ensures that students with disabilities are receiving all services required to achieve academic success, in accordance with federal, state, and local laws, policies, and contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to delivery services to students with disabilities.
School ensures that students with disabilities are afforded all procedural safeguards during disciplinary incidents in accordance with all federal, state, and local laws, policies, and contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to disciplinary incidents for students with disabilities.
School adheres to all identification and evaluation practices for ELL students in accordance with federal, state, and local laws, policies, and contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to the identification and evaluation of ELL students.
School adheres to all requirements related to instructional preparation and support services for ELL students in accordance with federal, state, and local laws, policies, and contractual obligations.	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to instructional requirements for ELL students.
<b>Facilities Maintenance and Safety</b>	
	<b>"In Good Standing" Criteria</b>
<p><i>For schools in OPSB facilities:</i> School complies with all terms of the Lease Agreement.</p> <p><i>For schools in private facilities:</i> School is in compliance with local, state, and federal law as it relates to building maintenance and school is compliant with fire life safety, code compliance or Department of Health and Hospitals.</p>	Charter Operator has no outstanding remedies or corrective actions to carry out that were identified in a Level 2 Non-Compliance Notice related to facilities maintenance and safety expectations.

## Financial Health Expectations

Near-Term Fiscal Health	
	"In Good Standing" Criteria
The school/network has sufficient assets to offset any incurred debt.	On a quarterly basis, the schools'/network's debt-to-asset ratio is expected to be less than or equal to 0.9. <i>Dialogue Needed:</i> Debt-to-asset ratio >0.9 <i>Method for calculating:</i> Total Debt / Total Assets
The school/network regularly meets its debt obligations.	School is not found to be in default of loan covenant(s) and/or is not delinquent with debt service at any point in time. <i>Dialogue Needed:</i> School is in default of loan covenant(s) and/or is delinquent with debt service
Long-Term Financial Stability	
	"In Good Standing" Criteria
The school/network has sound financial reserves to withstand unexpected events and/or help fuel growth.	Based upon the audited financials collected annually, the expectations of the non-profit that operates the school/network are the following, based upon the number of years that have transpired since the school/network non-profit opened its first charter school: ▪ Y1: >2%; Y2: >3%; Y3: >4%; Y4: >6%; Y5: >8%; +Y5:>10% <i>Dialogue Needed:</i> If schools/networks fall outside % above <i>Method for Calculating:</i> Unrestricted Net Assets / Total Expenses
Fiduciary Management	
	"In Good Standing" Criteria
The school/Network manages its finances in accordance with appropriate accounting standards.	Unqualified annual audit with no findings deemed to be significant, material, or internal control weaknesses. <i>Dialogue Needed:</i> Audit findings material or non- material, or recurring.

For schools/networks/non-profits that are transitioning under OPSB's oversight from the oversight of another authorizer (e.g., the Recovery School District), these expectations will be phased in after the entity completes its initial term charter term under OPSB oversight. As schools are phased in, schools shall be deemed to have met the standard for all Financial Framework measures based on demonstrated commitment and progress towards meeting the established standard by the end of the school's initial charter term under the School Board.

### Process for Determining "In Good Standing" for Financial Health Expectations

#### Step 1: Preliminary Assessment

- Schools would receive a preliminary rating indicating that they have met the standard or more dialogue is needed. If schools fall below the standard, a conversation would be initiated to determine extent to which the lack of meeting the standards truly indicates a financial risk or distress. Specific protocols and process would be in place to manage those conversations and reviews.

- For example, an item requiring more dialogue may be due to the fact that a school might make a strategic long-term financial decision that results in it missing a standard in the near term. Currently, the district follows up with the schools to discuss the preliminary rating along and review past and current financials to understand factors impacting the specific measure. The goal of the conversations is to assess the degree to which the school missing the target is based upon a set of sound factors or, in fact, is an indication of financial risk or distress.

**Step 2: Final Assessment:** The final rating would be issued, once all dialogue items are addressed. Below is a current example of the final rating process:

- *In Good Standing:* A review indicates sound financial viability based on the overall financial record. Either the school has already met the standard based on the financials under review, or previous financial concerns that produced a preliminary *Dialogue* rating have been adequately remedied based on more current financial data or addressed adequately based on additional information gathered through the dialogue with the school/network leaders such that the district concludes that performance against the standard indicates sound financial viability.
- *Not in Good Standing:* A review indicates that upon further review following a preliminary *Dialogue* rating, the district concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A *Does Not Meet Standard* rating means that even based on more current financial information, the school is not currently meeting the standard or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention. Ongoing monitoring and corrective actions may be identified so that the school returns to good standing financially.



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{SCHOOL NAME}

School Performance Score: 70 Letter Grade: C

Site Code:  
{SITE CODE}

Next Renewal Year:  
2018

2017-2018 Grade Configuration:  
K-8



2016-2017 OPSB  
Annual School Profile –  
SAMPLE – Elementary/Middle

**School Demographics:** What are the overall demographics of this school's student body?

	School	Citywide		School	Citywide
Total Enrollment	~800 students	N/A	% of Students African-American	90%	82%
Enrollment Per Grade Level	~90 students	N/A	% of Students White	7%	8%
% of Students Economically Disadvantaged	88%	82%	% of Students Latino-Hispanic	0%	6%
% of Students Limited English Proficiency	2%	5%	% of Students Asian	1%	1%
% of Students Special Education	15%	12%	% of Students Other	2%	2%

**School Academic Progress:** How did this school perform academically overall?

	Overall Performance	Corresponding Letter Grade	Performance Compared to the Rest of the Schools Across the City
How Did This School Perform Overall on the LEAP?	58.7 LEAP Assessment Index	D	
How Much Did Students Grow Academically At This School?	80.2 LEAP Progress Index	A	

What success have students had when they have transitioned to high school from this school?

What Success Do Students Have When They Transition to High School from This School?	85% of students earn 6+ credits in 9 <sup>th</sup> grade when they go on to high school	
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{SCHOOL NAME}

School Performance Score: 70 Letter Grade: C

Site Code:  
{SITE CODE}

Next Renewal Year:  
2018

2017-2018 Grade Configuration:  
K-8



2016-2017 OPSB  
Annual School Profile –  
SAMPLE – Elementary/Middle

**School Equity Impact:** How did specific populations of students perform at this school?

Student Population	English Progress Index	Compared to the Rest of the School	Compared to Same Subgroup Across City	Math Progress Index	Compared to the Rest of the School	Compared to Same Subgroup Across City
African-American Students	82.5	Above Rest of School	Above Average	90.1	Sig. Far Above Rest of School	Far Above Average
Latino-Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
White Students	78.5	Below Rest of School	Below Average	79.0	Below Rest of School	Below Average
Economically Disadvantaged Students	84.8	Far Above Rest of School	Above Average	89.7	Far Above Rest of School	Far Above Average
Students with Disabilities	65.5	Below Rest of School	Below Average	75.5	Above Rest of School	Above Average
Students Far Behind Academically	90.0	Far Above Rest of School	Far Above Average	81.1	Far Above Rest of School	Far Above Average
English Language Learners*	N/A	N/A	N/A	N/A	N/A	N/A

\*Performance for English Language Learners measures the percent of students who increased one or more levels on the LEAP English Language Proficiency assessment in a single school year.

**School Environment:** What experience did students have with enrollment, attendance, and discipline at this school?

Environment Measure	Absolute Performance
Do students who attend this school <i>return to the school</i> the following school year?	82% of students re-enroll in this school
Do students <i>regularly attend the school</i> when they are enrolled?	90% of students missed fewer than 15 days of school
How many students <i>are suspended more than three times a year</i> at this school?	2% of students received out of school suspensions more than three times



2016-2017 OPSB Annual K-8 School Rankings – On a Select Set of Performance Measures – **DRAFT AND SAMPLE FOR DISCUSSION ONLY**

*NOTE: The below lists only include a sample of lists that the district is considering to include in its top 10 lists. The below lists do not represent a comprehensive set that OPSB would release in a given school year.*

**Top 10 Student Growth, Progress Index on LEAP**

1.	School 1	11.2 points
2.	School 2	6.0 points
3.	School 3	4.1 points
4.	School 4	3.8 points
5.	School 5	3.5 points
6.	School 6	3.3 points
7.	School 7	1.9 points
8.	School 8	1.4 points
9.	School 9	0.6 points
10.	School 10	-0.2 points

**Top 10 African-American & Economically Disadvantaged Students, Progress Index on LEAP**

1.	School 1
2.	School 2
3.	School 3
4.	School 4
5.	School 5
6.	School 6
7.	School 7
8.	School 8
9.	School 9
10.	School 10

**Top 10 Students with Disabilities, Progress Index on LEAP**

1.	School 1
2.	School 2
3.	School 3
4.	School 4
5.	School 5
6.	School 6
7.	School 7
8.	School 8
9.	School 9
	School 10

**Top 10 Overall Performance, Assessment Index on LEAP**

1.	School 1	102.1
2.	School 2	101.5
3.	School 3	100.0
4.	School 4	99.8
5.	School 5	99.7
6.	School 6	91.0
7.	School 7	81.5
8.	School 8	77.9
9.	School 9	77.5
10.	School 10	77.4

**Top 10 African-American & Economically Disadvantaged Students, Progress Index on LEAP**

1.	School 1
2.	School 2
3.	School 3
4.	School 4
5.	School 5
6.	School 6
7.	School 7
8.	School 8
9.	School 9
10.	School 10

**Top 10 English Language Learners, % Students with Growth on ELP LEAP**

1.	School 1
2.	School 2
3.	School 3
4.	School 4
5.	School 5
6.	School 6
7.	School 7
8.	School 8
9.	School 9
10.	School 10

